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ABSTRACT

A total sample of three 4-1-4 calendar/curriculum institutions and two control programs were selected for participation in this evaluation research project. Data were collected in three separate but related phases: compilation of institutional data, questionnaire, and interviews. The study concentrated upon the impact of the interim term upon the entire operation and functioning of the college during the wing semesters (fall and spring). The major focus of the analysis was the total impact at each college, rather than the separate and independent evaluations of the three interim term programs. Findings indicate a favorable reaction to 4-1-4 curriculum; however participating colleges indicated a lax attitude in defining and operationalizing exactly what the interim term does and should accomplish. Recommendations are suggested. The 4-1-4 evaluation guidelines and phase II, an opinionaire survey, are included as related material under separate covers. (MJM)

4-1-4 Conference

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REPORT ON 4-1-4 EVALUATION RESEARCH

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I. The Responsibility for Evaluation of 4-1-4 Colleges:

Of whatever persuasion, people are losing faith in American higher education. Attempts by colleges to design and institute new curriculum and calendar appear as efforts to freshen higher education and win back some lost support. Yet such efforts will further tarnish the image if intentions fall short, if they do not measure up to what are acceptable standards of performance.

One of the most promising innovations designed for the improvement of higher learning is the intensive learning experience of the modular or short term. Alternatively labeled as "intersession," "minimester," "Winter Term," "Jan Plan," "interterm," and "interim term," modular term generally refers to a concentrated period of study separated conceptually and operationally from the regular semesters or terms of the academic year. It is presumed to be a departure from traditional course objectives, course requirements, and instructional offerings by the institution in its regular semester programs, as well as a variation in usual teaching/learning methods and behavioral outcomes.

To some elements of higher education the interim term has appeared as an easy way to reduce tension. It incorporates a novel approach and appeases those calling for Change, Innovation, and Relevance. After all, it is assumed, the wing semesters proceed with very minor adjustments and the four or five week interlude spaced between semesters may satisfy a push for change. The 4-1-4 proponents on the other hand recognize the interim term as an effort to enrich, rejuvenate, change, or charge their educational programs. An excitement generated as a byproduct of change, which serves to spark further changes, is typically presumed to be resultant from the adoption of the 4-1-4 calendar and interim term curriculum among those innovating colleges.

Promises of innovation, however persuasive, are one thing; consequences and effects are quite another. What appears to be a good idea on the drawing board may turn out to be a bad idea in practice. Presumptions and assumptions, including those about the 4-1-4 calendar and interim term curriculum, lack empirical analysis and justification. One must recognize that newly designed plans and programs often unleash unanticipated consequences, some of which are undesirable, while others are even antithetical to the original purposes.

There is a great need to examine empirically the consequences of innovations in calendar/curriculum. We need to know much more about the specific anatomies of change so that mistakes will not be repeated. Hard proof as to those aspects of educational innovation which really work and those which go awry, is difficult to obtain. Student, faculty, and administrative opinion is an expeditious hotline for learning what people find educationally exciting, but it is not necessarily an accurate or valid measure of what has been accomplished. A mere change in the calendar has no value in itself. Regular practices do not merit support simply because they are traditional, but neither do new patterns and formats merit support simply because they are novel.

There is a current demand for accountability due to the fact that higher education, in general, and innovating institutions, in particular, have failed to assume voluntarily an obligation to establish goals (based upon societal and student needs) and to evaluate success in attaining them. Obligations are ignored, while purposes and priorities are distorted. Evaluation is requisite to accountability in higher education. Educational decision-makers need information upon which to base important program changes. Because education is a complex phenomenon, it is difficult to evaluate the consequences accompanying the introduction of an innovation such as the interim term. As a result, the

decisions involved in adoption or rejection of such a change are credulous, at best, and based upon the subjective judgment of individuals in charge.

Despite the intimidation of methodological complications and research flaws, responsibility demands that the colleges overcome any hesitancy about undertaking evaluation. The challenge of accountability for innovating colleges of the 4-1-4 and the accompanying responsibility, is to establish the educational intentions of the curriculum and the evaluation techniques for measuring the desired changes that occur. For the innovative 4-1-4 colleges evaluation can be a welcomed privilege rather than an objectionable burden. The concern for effectiveness of the program, continual academic innovation and change can be furthered, and evaluation can be a means to overcoming complacency, improving support, strengthening the institution, and maintaining freshness in education.

Reviewing purposes, establishing priorities, and evaluating outcomes should help 4-1-4 colleges maintain the integrity of those decision-making processes related to the innovative use of the curriculum and calendar and the merit of the program. Without the inclusion of goals and the specification of objectives, all the noise and bustle of change and innovation will not achieve very much. Without evaluation, all the guarantees of program excellence remain subjective conjecture. The continuous effort to evaluate and thus assume responsibility for learning, can testify to skeptics, that what may appear as a curricular of calendar fad, in reality, is an innovation of merit and a true source of change.

II. <u>The 4-1-4 Conference and Evaluation</u>:

Evaluation continues to be a major objective for the 4-1-4 Conference. By stimulating evaluation among member institutions of the association and by coordinating such interinstitutional efforts, the

4-1-4 Conference can responsibly help to judge the merits of interim term innovation in higher education.

By focusing upon evaluation of the interim term, the 4-1-4 Conference can facilitate decision-making about the program by providing data-based conclusions about the worth of various dimensions of the program and can stimulate hypotheses and suggestions about productive changes in the interim term.

Interim Term Research Project--Interinstitutional Evaluation:

Recognizing the importance of research on evaluation, the 4-1-4 Conference with the cooperation of selected colleges, applied for and received funding from the National Center of Educational Research and Development, Office of Education, for a pilot project. The purpose of the funded project was to examine empirically the objectives and consequences of the 4-1-4 calendar and interim term curriculum on the total program and operations of institutions of higher education. Would the 4-1-4 be evaluated as a withering fad of higher education or a developing and viable pattern of institutional design and operation? Would the interim term be empirically assessed as a short-fused although novel thrust in higher education, or an impetus for and spur toward long term reform in the objectives and operations of the colleges?

Thus the objective of the study was basically twofold:

1. To evaluate the 4-1-4 calendar/curriculum for a selected sample of four-year colleges in terms of the specific goals and objectives set for the interim term;

2. To determine the relationship between adoption of the 4-1-4 calendar/curriculum

Constitution and By-Laws

of the

Association for Innovation in Higher Education

Revised — March 10, 1973

Constitution and By-Laws of the Association for Innovation in Higher Education

ARTICLE I

Name. The name of this organization shall be the Association for Innovation in Higher Education.

ARTICLE II

Purpose. The purposes of the association shall be:

1. To encourage innovation in education, to facilitate cooperation and the sharing of such experience.
2. To conduct and generally encourage research on matters important to innovational colleges, to provide for communication and to disseminate information relative to such concerns.
3. To establish and strengthen a common bond among institutions committed to innovational reforms and to develop useful relationships with organizations interested in serving innovational causes.
4. To help establish guidelines for successful organization, operation and evaluation of innovational academic programs.
5. To help obtain financial support for research, experimental projects, cooperative programs and other innovational activities conducted by the AIE and its members.
6. To arrange for and conduct annual meetings, workshops, consulting services and other assistance on matters relevant to innovational calendars and curriculum.

ARTICLE III

Membership. There shall be three classes of membership: Member, Affiliate, and Exhibitor.

A. Member: Limited to degree granting institutions or other institutions recognized by the Executive Committee.

Section 1. The membership shall be limited to the students, faculty and administrative officers of member institutions.

a. To become a member an eligible institution must submit a completed application and annual dues.

b. Annual dues shall be fixed by the membership attending annual meetings.

c. One representative of each member institution shall be entitled to vote at business meetings.

Section 2. The members of this Association shall be those individual persons and members of their immediate families, who are affiliated with the member institutions. Such affiliation shall be defined as all currently matriculated and registered students, and all members of the faculty and administration currently holding such appointments at the member institutions.

B. Affiliate: Limited to education-oriented, non-profit organizations.

Section 1. A majority of the Executive Committee is empowered to act upon applications for Affiliate status.

Section 2. After applications are approved, Affiliates will submit dues.

Section 3. Annual dues shall be fixed by the membership attending annual meeting.

Section 4. Affiliates shall not vote at Business meetings.

C. Exhibitors: Limited to commercial firms and organizations.

Section 1. A majority of the Executive Committee is empowered to act upon applications for Exhibitor status.

Section 2. After applications are approved, Exhibitors will submit dues.

Section 3. Annual dues shall be fixed by the membership attending annual meetings.

Section 4. Exhibitors shall not vote at Business meetings.

ARTICLE IV

Officers.

Section 1. There will be an Executive Committee which consists of not more than eight members: the Chairman of the Conference, the retiring Chairman serving for a one-year term, and two members to be elected annually to serve three-year terms.

Section 2. A Chairman of the Association for Innovation in Higher Education shall be elected annually from among representatives of member institutions.

Section 3. Officers may not be elected to successive terms for the same office.

Section 4. The duties of the Executive Committee shall be:

a. The Executive Committee shall recommend to the member institutions at least 30 days in advance of annual meetings, policy to be acted upon.

b. The Executive Committee shall be charged to carry out policy between annual meetings.

c. The Executive Committee through the chairman shall elect, hire and direct the Association for Innovation in Higher Education staff.

Section 5. The duties of the Chairman shall be:

a. To chair the annual meetings of the Association for Innovation in Higher Education.

b. In consultation with members of the Executive Committee to interpret policy to the staff.

c. To provide initiative in the development and functions of the Association for Innovation in Higher Education.

d. To serve as Chairman of the Executive Committee and to vote in the event of a tie vote.

ARTICLE V

Meetings.

Section 1. There shall be an annual meeting of the Association for Innovation in Higher Education.

Section 2. The time and place of each annual meeting is to be fixed by the membership one year in advance.

Section 3. The agenda and arrangements of each annual meeting are to be organized by the staff in consultation with Chairman and the Executive Committee.

Section 4. The Association for Innovation in Higher Education shall determine its own policy in actions taken at annual meetings.

ARTICLE VI

Parliamentary authority.

Robert's Rules of Order (Revised) shall be the parliamentary authority on the Association for Innovation in Higher Education and its committees.

ARTICLE VII

Amendments. Amendments to the Constitution and By-Laws may be proposed at any annual meeting by resolution of the Executive Committee or by petition of 20 member institutions. The consent of ⅔ of the membership present and voting at such an annual meeting shall be required to adopt any amendment, provided that notice of said amendment be included in the notice of the meeting and mailed 30 days prior to such meeting to all membership.

ARTICLE VIII

Ratification. These By-Laws shall go into effect upon approval of ⅔ of the membership present and voting at the 1970 annual meeting.

Founded as The 4-1-4 Conference

Association for Innovation in Higher Education
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and a spur toward change in curricular, instructional, and administrative design and operation of those institutions studied, especially in regard to the regular semesters.

The relevance of this research project to the contemporary concerns of higher education is considered to be the following:

1. With the number of 4-1-4 colleges expanding every year, there has been a need to develop an instrument that could be utilized to evaluate the interim term program on an inter-institutional basis. Individual schools have conducted evaluation research with instruments designed specifically for and by each institution. Consequently, it has not been possible to generalize to other institutions from data so compiled. An object of this study, therefore, was to design and test a multi-faceted data gathering instrument with potential for use among a variety of colleges.

2. While expectations and anecdotal appraisals frequently are translated into evidences of success or failure, there has been little agreement or understanding as to what constitutes "success" or "effectiveness" for the interim term. There has been a lack of evidence to indicate the extent to which techniques and operations utilized in the interim term serve as effective means to the specific goals and objectives for the interim term. An object of this study, therefore, was to identify philosophies and objectives of the 4-1-4 calendar/curriculum and then to examine levels of achievement of those objectives by the colleges for purposes of an evaluation.

3. Vague as some of the assumptions and expec-

> tations may be about the purposes of the interim term itself, there has been less knowledge about what happens in 4-1-4 institutions during the regular semesters. Attention has been focused upon the "one" (the interim term) almost to the exclusion of the "fours" (the regular semesters). To what degree does a 4-1-4 college presumably move to increasingly new and challenging kinds of opportunities and experiences for its students and faculty because of the impact of 4-1-4 upon the institution? An object of this study, therefore, was to discern the degree to which there might be an overflow effect, manifest or latent, of the interim term upon the remainder of the academic year.

There has been an absence of available evidence to indicate the extent to which there is a spill-over of innovation from the interim term to the regular semesters, such as in the modification of instructional learning methods and objectives. There must be empirical information to indicate the extent to which the 4-1-4 calendar enables and prods integration of other changes, more curricular and administrative in nature than instructional, into the total higher education experience. While the results of the study of the selected 4-1-4 colleges could not be generalized as evidence applicable to all 4-1-4 colleges, it would at least facilitate evaluation research through common procedures which, in turn, would enable more meaningful interinstitutional evaluation and comparison.

RESEARCH REPORT

I. Procedures:

A. Selection of the Colleges:

A total sample of five institutions was selected for participation in the research project. While this sample could not be expected to represent the entire population of institutions operating under a 4-1-4 calendar/curriculum, an attempt was made to involve colleges forming a microcosm of experiences with the 4-1-4 as outlined below:

College X: This college has operated under the 4-1-4 calendar/curriculum since its inception in 1960-61, with the "winter term" constituting a four-week period of concentrated study required for all students.

College Y: This college was among the first schools to make the transition from a semester system to a 4-1-4 calendar, experimenting initially with a 3-1-1-3 calendar and then adopting a five-week interim term format required for all students.

College Z: This college also was among the first institutions to make the transition to 4-1-4, experimenting initially with a six-week double term in which students took two courses simultaneously and later adopting its present interim system of a single six-week "minimester" experience.

College A: This college adopted the 4-1-4 calendar but discontinued operation under that format after a one year's initial experience.

College B: This control college operates on an early semester pattern in which the semesters correspond in length with the wing semesters in the 4-1-4 calendar and in which the fall semester is completed prior to the Christmas holiday recess.

The colleges also were chosen because they generally fall within the same basic institutional

purposes of four-year liberal arts institutions of independent sponsorship; still another basis for selection was the proximity of the colleges to each other and the identification to a contiguous locale. Thus the possible effects of institutional purpose, sponsorship, and regional variation upon the colleges under study were kept to a minimum in order that the 4-1-4 calendar/curriculum might be examined as the independent variable.

B. Data Collection:

The research for this study consisted of three separate but related phases, as outlined below. The different data phases were used in order to avoid locking the evaluations into a particular information source. In addition, the three phases were designed to complement each other and so provide indices for checking data reliability.

Phase I. Compilation of Institutional Data:

A set of research directives for use by the selected colleges in gathering the necessary institutional data was designed for Phase I data collection. The directives were designed to be explicitly operational although flexible enough to allow for the possibility that each college would not be able to provide the same exact type of data.

The data records were obtained for two years preceding adoption of the 4-1-4 calendar and for all years since that adoption. Such a procedure enabled an historical comparison of the colleges as a measure of control and a method of analysis.

The institutional data were gathered on the following general items:

a) Interim term approach--philosophy, objectives, history, and development
b) Curriculum--courses, academic majors, enrollments
c) Instruction--loads, staffing, student performance

d) Administration--in student life and involvement, college relations, admissions, faculty involvement.

Phase II. Questionnaire:

A questionnaire was designed specifically to measure the comparison of each item between the regular semesters and the interim term period. Complementary forms for the students and for the faculty and administrators were designed to enable comparisons between the various constituents of the colleges and so that the questionnaire items would be comparable for these different elements of the college community.

The questionnaire utilized fixed alternative responses of a five-point agree-disagree continuum. The initial items were divisable into the three units of analysis for this study--curriculum, instruction, and administration. The final portion of the questionnaire instrument specifically concerned the interim term approach and philosophy and was completed only by the participating 4-1-4 colleges.

Probability samples of the student population and of the faculty population at each institution were determined, with selected administrators also being surveyed. An overall response rate of 46% for the student samples and of 55% for the faculty and administrator samples was obtained. Thus a sample size of 287 students and of 110 faculty and administrators became the basis for the analysis.

Phase III. Interviews:

An interview schedule was designed to elicit position responses from the individual administratives officers sampled and from selected groups of faculty and of students sampled at each participating college. The faculty and student interviews were group discussions of the values and impact of the interim term experience and the general calendar

and curriculum in operation at each college.

The group sessions for students and faculty members sampled were employed in order that some interaction and exchange of opinion might be obtained. Through this procedure, thoughts and opinions were expressed, challenged, and clarified.

C. Analysis of the Data:

The general philosophy of and approaches to the interim term at each institution became the basis of the evaluations that were made. The study concentrated upon the impact of the interim term upon the entire operation and functioning of the college during the wing semesters (fall and spring). The major focus of the analysis, therefore, became the total impact at each college, rather than the separate and independent evaluations of the three interim term programs.

II. Evaluation of 4-1-4 Calendar/Curriculum:

The evaluation of the 4-1-4 calendar/curriculum ideally should be based upon the specification of purposes and objectives of the interim term as indicated by each participating college. This approach was not entirely possible in this study, because the three 4-1-4 colleges had not adequately specified or operationalized purposes and objectives.

College Y indicated that the interim term was "compatible with" and paralleled overall goals of the college; College Z had no expressed objectives or even a broad statement of purpose for the 4-1-4 program. College X stated in a printed borchure that the interim term is the "period in which our students learn the most about working independently, defining their own study goals, writing long papers in acceptable form, and making rational decisions about the use of their time." In its regular catalogue, College X specifies that the interim term is

designed "to develop the qualities of self-discipline in pursuits requiring the student to be the prime explorer."

It appears that colleges may be unable or unwilling to accept the task of specifying the precise goals of their programs. Others apparently are willing to take refuge in broad platitudinous statements of purpose that are not fortified by specific programs to prove their attainment. However, even though the researched colleges had not enumerated clear and comprehensive objectives, they had focused upon some ends which could be evaluated.

The actual operational programs and models did identify behaviors the colleges condoned, reinforced, and encouraged. The evaluation was also able to consider and assess the unintentional or latent effects (either positive or negative) of the interim programs. The absence of clear and comprehensive objectives for the curriculum, while a definite inhibition to evaluation and even an indication of some irresponsibility by the colleges, was not an absolute barrier to evaluation.

For Phase I data collection, the colleges were requested to indicate the reasons which prompted adoption of the 4-1-4 calendar/curriculum. Their responses do focus upon potential purposes of the interim term, although the reasons or explanations were never considered officially by the colleges and represent a cumulative interpretations from all three 4-1-4 colleges in the sample:

1) Force a change in teaching methods and content of courses in some departments and by some faculty.
2) Encourage excitement in the curriculum in order to attract more good students.
3) Provide the opportunity for students and faculty to do something different and exciting in the shorter term--a change of pace.

4) Provide the opportunity for off-campus and overseas study.
5) Provide periodic leaves of absence for faculty during the interim period.
6) Provide the opportunity for advanced research by students and faculty.
7) Provide the opportunity for students and faculty to become better acquainted with each other in mutual learning circumstances.

With some exceptions, as noted below, there is nothing in the data accumulated from Phase I, Phase II, or Phase III that would indicate that these surrogate goals have not been attained to some degree. Concerning reason number (2) above, testimony of admission officers and data from student application and admission records at the colleges do indicate that when the 4-1-4 calendar was first adopted, it served to attract students to the colleges. The information suggests, however, that the attraction is less direct in more recent years. In any case, the existence of 4-1-4 has not proved to have a particularly attractive influence upon necessarily "good" students either. As determined by college profiles of scholastic aptitudes and high school ranks, all five colleges in the survey showed a slight decline in the overall profile of the freshman class during the past five years.[1]

The pattern of having each member of the faculty on paid leave every third or fourth interim term, reason (5) above, has failed to become operational at two of the three 4-1-4 colleges, although it does remain part of the stated faculty guidelines.

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[1] See a further explanation of the effect of 4-1-4 upon admission and student profile in the next section--"The Interim Term as a Spur Toward Institutional Change."

Thus while the above stated reasons have been met to a degree, they have not at all been maximized. Their fulfillment varies at each 4-1-4 college and in no case seems to have reached full achievement.

The ways in which the interim term has been utilized at each of the 4-1-4 colleges also can be considered as "goals." (See Table 1-1.) Lack of consistency among the four colleges gives credence to the assumption of 4-1-4 proponents that the interim term does lend itself to a variety of interpretations in programs.

The sample of institutions was asked for Table 1 to note trends that had developed for their college. College Z has moved from interdisciplinary (large section enrollment) general education courses for freshmen and sophomores to more specific and specialized departmental courses. All three 4-1-4 colleges indicated that off-campus study and international study are increasingly used. In addition, College Y has moved toward more independent study, directed study, and specialized courses and away from offering regular catalogue courses during the January period.

An important finding, which marks the lack of success of the participating colleges to maximize the potential for 4-1-4. is revealed from an analysis of communications and procedures followed by the various colleges before the interim term was put into practice. Responses to Phase I data indicate that the colleges did set various guidelines, hold numerous meetings and workshops. and make periodic reports to communicate to faculty and studnets the philosophy and procedures of the interim term. Yet, such efforts did not prove to be sufficient, according to interviews conducted in Phase III at two of the three 4-1-4 colleges.

Interviews with faculty who were present at the different colleges during the adoption of the interim term, indicated repeatedly that the faculty

held vague impressions about the interim term concept even after it had been adopted by the institution. Such faculty members admitted that they, and some of their colleagues, had to develop interim term projects without the understanding and direction they considered sufficient, even necessary. Discussions with more recently appointed faculty and with student groups revealed a lack of understanding of the philosophy and procedures of the interim terms. These 4-1-4 colleges, therefore, still have not been wholely successful in orienting faculty or students to the procedures and purposes of the interim term, even after several years of actual operation. A common understanding of the philosophy, approaches, and procedures of the interim term was not possessed by the majority of the various constituents interviewed.

The data from Phase I indicate that the colleges themselves have been slow to conduct evaluations of their respective interim terms, perhaps hindered by the absence of specific and expressed goals. While the 4-1-4 colleges sampled do encourage individual professors to conduct evaluations of their courses, institutional evaluations of the programs and consequent learning have not been stressed. College X did conduct a survey of faculty and student opinion immediately after the 1970 interim term. No derivations from the 1970 raw data that could lead to basic understandingand evaluation judgements, have been made two years later. College Z initiated an assesament of their interim term based upon student surveys of the 1972 January term. Its findings and conclusions, however, are not yet known.

Phase I data also revealed that no formal comparisons of evaluations or assessments have been made by the participating colleges with other 4-1-4 colleges. The colleges of this study do compare descriptive approaches and specific offerings of the interim term with other 4-1-4 colleges, although

fall short of providing analytical or evaluative information.

III. The Interim Term as a Spur Toward Institutional Change

Research data are divided according to several catagories: changes in administrative design and operation of the colleges, in curriculum, and in instruction.

A. Changes in Administrative Design and Operation:

Student and Faculty Recruitment:

Institutional data revealed no discernibly strong impetus following from 4-1-4 adoption upon the volume of student applications for admission, the volume of eventual enrollment, or the profile (apititude, class rank, gradepoint average) of entering freshmen classes. Yet, student and faculty interviews at the three 4-1-4 colleges revealed that existence of a 4-1-4 program was a mild influence upon their decision to accept admission or a position at the college. Furthermore, the existence of the 4-1-4 calendar/curriculum was found to have a mild but direct influence upon the decisions of students and faculty to continue to remain at the colleges. Few of the administrators interviewed, however, who took office subsequent to adoption of the 4-1-4 calendar/curriculum, indicated that the interim term was a factor in their decision to accept office.

The administrators at the three 4-1-4 colleges expressed a different option about the influence of the interim term on students and faculty. All directors of admissions stated that the interim term had been an advantage in student recruitment, although not as much as it was when first adopted by the college. The three chief academic officers were of varying opinion: College X academic officer stated that the existence of the interim term was

definitely an attractive influence and actually served as an effective device to judge the interests of the potential faculty member in the academic program; College Y academic officer stated that the interim term was a topic of curiosity for potential faculty but not an attracting influence. The College Z counterpart stated that the interim term was probably a deterrent to prospective faculty who perceived it as added academic burden to the regular semester program.

In enumerating reasons for choosing their particular college, students and faculty interviewed did include a number of explanations, only some of which were related to the academic program and calendar. A significantly greater number of students interviewed at the 4-1-4 colleges than at the non-4-1-4 colleges did include the academic program among reasons for making application and accepting admittance to the college. Those students and faculty who mentioned the interim term as a contributing factor typically included it among a combination of general characteristics about the college rather than mentioning it as an isolated and independent factor.

A complementary item regarding the interim term as a factor affecting the decision of faculty and students to attend the college was included in the Phase II questionnaire. This data, as shown in Table 3-1. indicate that the existence of the interim term was a significant factor in agreeing to accept appointment. Students proved more likely to designate the interim term as a significant factor than did the faculty, although the difference was not statistically significant. While the existence of the interim term, therefore, was found not to have much impact upon the actual volume of student and faculty populations nor upon the characteristics of the populations, it was a contributing factor in the decision of a relatively high proportion of student and (to a lesser degree) of

faculty to join the college.

Public Relations:

Institutional data and interview data were obtained to examine the effect of the existence of the interim term upon the college public relations efforts. Interviews with the development officers and the chief fiscal officers at the three 4-1-4 colleges revealed that the interim term had aided the fund-raising and public relations efforts of the colleges initially. Yet, these particular college officers did not feel that the interim term any longer had much, if any, positive or negative effect in development or public relations.

Developments officer records at all five colleges in the study indicated that the institution's calendar and curriculum, whether 4-1-4 or another pattern, were not determining factors for philanthropic support. Furthermore, colleges operating under a 4-1-4 format indicated they had not altered their public relations efforts, strategies, or functions due to adoption of 4-1-4 and had not caried the actual operations and routines of the offices subsequent to adopting the January period.

Decision-Making:

Interviews with students at the 4-1-4 colleges raised a question pertaining to the impact of the interim term upon academic decision-making and governance at the institution. Some students stated that the experience of interim term enabled them to see how relatively little input the student had to the decision-making structure of the college. Other respondents indicated that the interim period caused one to become isolated in his own concerns and problems and insulated from decisions involving the whole college.

The faculty also contributed some interesting information on unanticipated and even negative impacts of the interim term. Faculty at College Y

stated that the interim term had become a period for extensive and extended committee assignments and administrative projects, the assumption being that all staff would have spare time to consider such administrative commitments. Yet, faculty at College Z stated that committees at that college largely ceased to function during the January period, so that faculty could concentrate upon their own projects.

When asked to specify the academic term during which they felt highest degree of involvement in decision-making, students and faculty at the 4-1-4 colleges ranked the interim term behind the two semesters.[2] (See Table 3-2.) Members of the college communities felt less involved in decision-making during the interim term than during either of the semesters. Part of the difference was emphasized as due to the different length of the terms, as well as the absence of many people from the administrative structure of the college during the interim period. The data gave support to the position that the formalized apparatus and avenues for participation in decision-making tend to break down during the interim period.

Institutional data did not provide support for an assumption of greater involvement of students and faculty in overall decision-making and governance at the 4-1-4 colleges than at non 4-1-4 colleges during the academic year. All participating colleges showed an increasing tendency for students to be included in the administrative apparatus of the college by vocal representation and vote over the last three years. Increased involvement of students on college committees and representations to the governing board were noted at each of the colleges studied. Such findings indicate that the

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[2] Item 102 asked the respondent to select the term in which involvement in decision-making was the lowest, thus facilitating the ranking suggested here.

recent variation in the approach to student involvement in decision-making does not reflect the impact of the interim term probably, but rather a generally changing educational philosophy with reference to the status and role of students.

Student Life:

Institutional data from the three 4-1-4 colleges showed considerable difference in provisions and potentials for student life during the interim term as compared to the regular semesters. Interviews with students and faculty also yielded consistent reference to the lessening of planned activities in the January period and the consequent dormancy of activities, associations, and organizations.

Similarly, questionnaire data indicated that students and faculty differed in sense of involvement in social and recreational activities during the interim term. The difference was substantiated by the interviews, which indicated a greater tendency for faculty than students to isolate themselves physically from the college and an even sharper lessening of planned faculty activities than planned student activities. Both students and faculty specified a tendency within the interim term for a greater number of spontaneous activities initiated by individuals than of planned college activities, with the reverse tendency occurring during the regular semesters.

B. Changes in Curricular Design and Operation:

Academic Major and Plans:

Interviews with students of all 4-1-4 campuses indicated that the interim term experience did affect their academic and career plans. In some instances, there was a direct relationship between the interim term and the selection of academic major in that the student decided to major in a certain discipline after a rewarding interim experience. On other occasions the experience prompted the student

to consider semester course work in a particular field or to become aware of views established by other disciplines related to the major field.

Interview data revealed a clear consensus of opinion that students were utilizing the concentrated time period either to broaden purposely their area of interest or to narrow down to a specifically interesting topic.

Independent Study:

Institutional data from the 4-1-4 colleges indicated a growing trend over the last four years for students to pursue independent study both within the interim term and in subsequent semesters. One 4-1-4 college has made it possible for a student, with faculty approval, to take virtually any course within the curriculum, as well as student designed projects, under an independent study procedure. The trend of increasing opportunities for independent study within the curriculum was considerably less apparent at the two non 4-1-4 colleges during the time span considered.

Deletion/Addition of Courses and Majors:

Institutional data pertaining to the deletion/addition of course offerings and of academic majors indicated no discernible trend or tendency among the three 4-1-4 colleges versus the control colleges. Rationales for the deletion/addition of courses were related more to societal needs and demands, employment, opportunities, and interdisciplinary provisions, as examples, than to the impact from adoption of the 4-1-4 calendar/curriculum. It is conceivable that such awareness was partly developed through 4-1-4 experience.

Experimentation and Innovation:

One questionnaire item concerned the degree to which respondents felt there had been definite spill-over of experimentation and innovation in the curriculum from the interim term to the spring semes-

ter. (See Table 3-3.) All sampled groups were split on the opinion question, with slightly more of the respondents disagreeing that there was a spill-over of experimentation, particular among students.

C. Changes in Instructional Design and Operation:

Work Pattern and Instructional Methods:

Students and faculty interviewed agreed that the interim term necessitated or resulted in changes in one's work pattern, in methods of instruction/learning, and in student-faculty relationships. Interim term was perceived as a time when the individual could introduce more reflection into his work pattern and find opportunity to pursue interests outside of the courses taken or taught, without slighting responsibilities for studies. The concentration upon one topic was said to reduce the degree to which students and faculty felt a day was "chopped up" by having various classes and overlapping responsibilities.

In terms of change in instruction and learning, respondents agreed there was less emphasis upon formal lecturing in the interim term with more emphasis upon group discussion, individual study, and research on a particular topic. Questionnaire data indicated that utilization of the library resources was greater for both students and faculty/administrators during the interim term. (See Table 3-4.)

A developing colleague relationship between student and professor was felt to be a definite value of the interim term at the three 4-1-4 colleges. Students cited numerous cases of learning to know a professor in a more personal way during the interim term period than during the semesters.

Interviewed students and faculty generally agreed that there was a partial carry-over to the spring semester of the interim term work pattern,

methods of instruction/learning, and faculty-student relationships. Student response was more negative than faculty/administrator response, although not significantly. Fewer students felt there was an actual spill-over to the spring semester than did faculty. (See Table 3-5.) Faculty opinion indicated that as a result of the interim term experience, some informality had rubbed off on to the classes taught during the semester, that some new approaches to learning were considered or adopted, and that more self-evaluation of teaching/learning did result.

In contrast to the measure of opinion that many of the work patterns, instructional methods, and faculty-student relationships of the interim term do and indeed should carry-over to the regular semesters, there was a stronger expression of opinion that the interim term was nevertheless separate and distinct from the regular semesters. It was consistently noted by both respondent groups that there is a tendency for professors and students to fall back to the regular patterns, methods, and relationships of the semesters.

Personal Rewards:

Students from the three 4-1-4 colleges cited a greater degree of personally rewarding achievement from their interim term experiences than did students from the non 4-1-4 colleges about their semester experiences. Rewards such as self-satisfaction, growth, and maturity were associated with focusing at length upon one topic and developing confidence and understanding from the accomplishment.

According to the views expressed by students interviewed there was less institutional emphasis upon grades and student concern for grade achievement in the 4-1-4 colleges than the non 4-1-4 colleges. (See Table 3-6.) While students felt less pressure toward achievement in the interim term than in the regular semesters, actual grade achievement was highest during the interim period. (The grade

distributions at all five participating colleges showed a higher level of grade achievement in the spring semester than in the fall semester.)[3]

Institutional Objectives:

Students and faculty responded similarly when asked the degree to which the interim term had an impact upon institutional objectives for education.[4] The interim term was said to reinforce institutional objectives for innovation and experimentation; to enhance the college's ability to meet individual needs, to encourage individual responsibility, and to emphasize through "learning by doing" and "learning from life" the process rather than the content of learning.

Motivation:

The questionnaire was designed to test student and faculty motivation to begin study for the fall semester, interim term, and spring semester. At all colleges studied, both groups felt the highest enthusiasm about the start of the fall semester (See Table 3-7), and felt the lowest enthusiasm about the start of the interim period. (See Table 3-8.)

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[3] Comparable data were not available for College Z because the institution maintains grade records according to accumulated grade point average; since most interim courses there are graded on a pass/fail basis and no quality points are earned, no meaningful relationship could be discovered.

[4] No attempt was made during the interviews to identify specific objectives of the colleges. The question made it essential that respondents select a particular objective and consider the impact of the interim term upon that goal, even though the selected goal might be quite foreign to the established institutional objectives.

Interviewed respondents suggested that motivation was highest for the fall semester with the fresh start of the academic year. Enthusiasm for studies generally waned during the term but would rise to another but lower peak at the start of the interim term and the anticipated change of pace. The end of the interim term and the beginning of the spring semester marked another point of transition that was typically welcomed and seemingly refreshing for all respondents.

D. Paired Comparison Items--Summation of Phase II Data:

The data on Table 3-9 from the 4-1-4 colleges, result from fifty-four items of paired comparison of the regular semesters versus the interim term. The response from each college was treated as a community response for forty of the items, with the samples of students and faculty combined rather than treated separately as in the previous discussions. This combination was possible in that the survey form for students and for faculty/administrators consisted of parallel items for all but seven items for each sample group. These remaining seven items in each group were devised to be particularly related to each separate groupfor their form. Chi square statistics were computed from the frequency distributions of all the items for the three 4-1-4 colleges taken together (total) as one combined group and taken independently.

Of the paired comparison between the regular semesters and the interim term for the 4-1-4 colleges, a total of eighteen chi square statistics out of the fifty-four items computed to be significantly different. Five parallel items pertaining to "Change in Curriculum" and twelve parallel items pertaining to "Change in Instruction" proved to be significant for the combined samples; an additional item in "Change in Instruction," included among the seven non-parallel items, proved to be statistically sig-

nificant among the students. None of the seven non-parallel items for faculty/administrators and none of the items pertaining to "Change in Administration" proved statistically significant.

By separately examining the paired comparison chi square values for each of the three 4-1-4 colleges, a lesser number of items resulted in a statistically significant difference. Thus, of the eighteen items found significant for the combined groups of 4-1-4 colleges, seven proved significant for College X, nine for College Y, and four for College Z.

Those eighteen items in the Phase II survey for which there was a significant difference between the regular semesters and the interim term for the three 4-1-4 colleges taken independently and taken together as one total group are exhibited in Table 3-9. The directions of the frequency response and the relative strength of the response for the total three colleges are also indicated,[5] so that the interpretation of the difference can be made. Examination of the actual frequency distributions revealed that the difference between the observed and expected frequencies for the interim term and for the regular semesters were not always in the direction previously assumed. as can be seen from Table 4-10.

IV. Conclusions and Interpretations

The vast majority of students, faculty and administrators at the participating 4-1-4 colleges said they would object if the college decided to

[5] In the case of the individual college in which the difference is significant, the direction of the relative strength of response is the same as that indicated for the total three 4-1-4 colleges.

drop its interim term, retaining just the two semesters.[6] Even so, these colleges have been lax in defining and operationalizing exactly what it is the interim term does and should accomplish. Support for the interim term, therefore, is derived from a variety of individual but overlapping interpretations rather than upon general agreement in the attainment of certain goals. There are clear accomplishments of the interim term, but without specific goals and objectives, it is not possible to separate manifest from latent results.

The findings indicate that a significant difference exists between the interim term and regular semesters of the 4-1-4 colleges for the following items. Such outcomes could be operationalized as objectives for the interim term, at least for the three colleges studied.

In the interim term, more than the regular semesters:

1. The curriculum reflects student needs and interests.
2. The courses do not duplicate what has been covered in other courses.
3. The courses are taught in such a manner that learning becomes personally meaningful.
4. Informal exchanges occur between students and faculty.
5. Students are less interested in getting good grades than in learning.
6. Students want to think seriously about issues raised by the professors.
7. Students and faculty spend time discussing course related issues with other students and faculty outside of class.

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[6]There were a number of students and faculty members interviewed who indicated they would not object to dropping the 4-1-4 calendar if it would mean the extension of the interim term concept. That is, such individuals preferred for their college to adopt a more modular calendar, including two or more interims.

8. Instructors arouse student interest in a subject to the point that the student has read materials beyond requirements.
9. Students do not have proscribed patterns of required courses laid out for them.
10. Students have the freedom to program more of their own curriculum.
11. Credit is given for non-classroom field work and experiences.
12. Students do not experience academic stress and adverse anxiety about their studies.
13. Learning occurs through time spent in individual study rather than in the classroom.

Because of the significant differences observed for these items, it can be concluded that the interim term, in regard to these characteristics is clearly distinctive from the regular semesters.

The three 4-1-4 (experimental) colleges in the study did have specific variations from the non 4-1-4 (control) colleges in teaching load, academic load, and in graduation requirements, for example. Such variations apparently exist to compensate for the addition of the interim term to the calendar and curriculum. However, most students and faculty at the non 4-1-4 colleges characteristically remarked that they would not want to switch to a 4-1-4 format. They argue they do not see the logic of studying (working) for an additional month each year for similar credit; of paying for an additional month's tuition and board; and, of losing the earnings they might accumulate from a summer job during that extra month. The 4-1-4 schools will have to substantiate and operationalize what they can contribute to learning that the semester system (or other format) cannot. With the novelty of the 4-1-4 now lost through wide adoption, proponents will have to come to terms with what the 4-1-4 can be demonstrated to accomplish over other calendars and curricula.

Specific alterations during the interim term in work patterns, methods of instruction, student-faculty relationships, course offerings, perceived personal rewards, and utilization of learning resources, do occur and are recognized by students and faculty. With the end of the interim term and the beginning of the spring semester, however, such aspects are abandoned and the college typically returns to what it was in the fall semester. The general spill-over of interim term characteristics was limited or non-existent. Evidence does not support the assumption that the interim term is a general catalyst influencing curriculum, instruction, and administration in the regular semesters. While it may be that the interim term can have this effect, it is clear from the results of the study that it will not automatically happen in any meaningful way.

While general support and enthusiasm for the 4-1-4 calendar/curriculum exists among colleges studied, the findings indicate a number of failings in the programs: inequitites in work load for studnets and faculty in various interim term experiences; absence of planned activities both extracurricular and cocurricular; lack of universal faculty and student initiative and creativity in proposing and designing interim term experiences or courses; unequal opportunities for certain learning experiences due to supplementary charges placed upon off-campus and overseas study programs; and, the lessening of student and faculty involvement in decision-making during the interim term. In addition, some of the findings suggest consequences which would not be predicted by most advocates of the interim term: courses offered were felt to be more of a "real intellectual challenge" during the regular semesters than during the interim term.

On the other hand, some discrepancies may only appear to be failures when perceived from traditional, semester oriented values. If one accepts the "change of pace" philosophy, these differences should perhaps be carefully assessed in terms of

intensive learning values and, if found desirable, they should be systematically programmed and developed.

V. Recommendations

Although the following recommendations are based upon the participating 4-1-4 colleges, they are pertinent for 4-1-4 institutions generally. The values upon which recommendations are based are not those of the author, rather, they were implicit, or specifically stated, in responses of interviewees.

1. According to respondents, the single most advantageous aspect of the 4-1-4 system, as opposed to the semester calendar, is the opportunity provided for a change of pace during the one month session. Students and faculty look forward to the change of pace provided by the interim term and then look forward to returning to the semester routine and pattern at the conclusion of the interim experience. Students perceive the concentration on one topic, the opportunity for off-campus and overseas study and travel, and for exchange with students from other campuses, as definite changes from what they typically and normally do during the academic year. Because students do not attach the same values to on-campus programs, colleges must maximize the "change of pace" experience for students and faculty who remain at the home institution during the January period.

2. The interim term should be a time when the college community can obviate typical course, textbook, and classroom manner of teaching/learning and rather undertake together distinctive learning experiences. Normal methods of evaluation, disciplinary and classroom boundaries, and traditional student-faculty roles should be modified, even cast aside in the interim term. Zealous dedication to discover new and imaginative avenues of learning should become a foremost concern.

3. Offerings for interim term might well be described as "experiences" or "involvements" rather than courses. Intriguing titles for the offerings should be developed which would defy classification into any particular discipline. The titles should not be simply window dressing or clever expressions, but content too must be equally imaginative and intriguing. Discipline designations, textbooks, examinations, designated meeting places, and prerequisites could be omitted from descriptions in many instances.

4. The requirements for the baccalaureate degree should separate the given number of courses or credit hours from the interim term experiences. Thus impetus is added to the philosophy that the interim term is an experience unique from the regular semesters of the academic year.

5. The interim term gains status if it is considered to be a part of the entire educational package that the college offers to students. To require participation in less than four interim terms for an incoming freshman (or less that two interim terms for a two-year college transfer), appears to say that a part of the educational package that the institution offers is superfluous.

6. Of growing significance are the programs whereby a student exchanges institutions with another student for the interim period. Such a program is especially valuable because it provides the student with an experience away from his home college with no additional costs other than transportation, unlike costly off-campus and overseas programs. In addition, the exchange program cannot help but bring a more cosmopolitan influence to the campus, as students from different parts of the country interact with the local college community. Institutions which do accept interim term exchange students should not take lightly the reponsibility for orientation and adjustment of the individual into the local environment and community.

7. The "change of pace" philosophy should not stop short of altering normal evaluation-grading practices. If the professor is going to assume a role of companion in learning with the student and other professors, a complex grading scale seems out of place. Thus, a "satisfactory/unsatisfactory" or "completion/noncompletion" approach could be adopted during the interim term. In addition, colleges should experiment with normal testing procedures. It would seem highly appropriate to evaluate faculty learning as well as student learning. Exceptional work and progress could be encouraged by letters of commendation in the student's personal record; or by setting aside an area of the college where outstanding articles of accomplishment could be displayed. Colleges should seek ways to impress upon the community that learning is for the sake of learning, not for grade credit and extrinsic reward.

8. There should be a lag of several days between the end of the interim term and the beginning of the spring semester. Such a period enables the faculty to critique the learning of students, evaluate the interim experience and involvement, and provide valuable feedback to materials created during the interim term. Too short a transitional period finds the professor continuing to evaluate students and interim term accomplishments well into the second semester. The college community needs a period of mental and perhaps physical recuperation especially in the case of students and faculty on off-campus travel programs.

9. It was felt that prerequisites for interim term offering should be eliminated except for motivation and desire to learn. Some students and faculty might bring certain competencies into the experience, but others might bring interests and desires also essential to a dynamic learning group. Further, by dropping prerequisites, interdisciplinary and non-disciplinary learning experiences would be facilitated.

10. There was definitely a felt need among the institutions studied for an Interim Term Director, and administrative position having authority to work with, advise, and, if necessary, direct students, faculty, and staff in developing interim term programs. Institutions tend to omit the position from the organizational structure of the college; tack on the responsibilities and duties to those already assumed by an overseas study director, summer school coordinator, special programs director, or academic dean. On occasion the Interim Term Director is left with little or no authority or means with which to initiate and implement 4-1-4 programs. A recommended job description for the Interim Term Director might include the following:

a. Stimulates and coordinates the efforts of the members of the college community to originate and develop learning topics, special programs, and evaluation procedures for the interim term.
b. Works with the student personnel director, Interim Term Committee, division/department heads, student government, and other offices in developing social and recreational activities, supplementary learning experiences, weekend seminars, etc. for the interim term.
c. Serves as a source of reference and as liaison representative to the 4-1-4 Conference and for overseas, off-campus, and on-campus programs sponsored by other 4-1-4 colleges, and by other agencies and associations.
d. Evaluates the topics of learning pursued, the interim term itself relative to the objectives specified by the college community, and also those objectives themselves in terms of the changing environment of the overall purposes of the college.

11. The entire college community should be encouraged to propose interim term experiences. Rather than simply having professors develop "courses" they would like to offer, student should be asked to suggest ideas for the interim term, perhaps

supplemented with suggestions from faculty, staff, administration, parents, trustees, etc. The professor would then work with the students interested to develop such a possibility into a valuable, relevant experience. The fact that the professor has interests other than in his specific discipline and is eager to explore and study an area where he does not admit expertise, should be highly valued by the students who are expected to be able to handle the same kind of learning after graduation.

12. Non-traditional learning opportunities should be utilized for the interim term experiences. Colleges should arrange for non-teaching staff and community resources to direct "courses" which might be offered in dormitory lounges, college union, homes, offices, cafeteria, etc. Such a procedure would accentuate the idea that learning can and does take place in any situation.

13. As companions in learning, students and professors should be encouraged to plan together for the interim term offerings through one or more planning sessions prior to the December holiday recess. Greater shared responsibility for planning and implementation of learning experiences has the potential to yield a greater appreciation of learning and involvement in education.

14. The college should develop a number of complementary programs, events, and happenings during the interim term. Illustrative of such programs or activities are the following:

a. Utilize the talents and skills of the college community to produce talent events, music and art lessons, physical and technical skill exhibitions, etc.
b. Schedule viewing of current movies or plays and provide for shared reactions to the media experience.
c. Encourage faculty and administrative personnel to visit campus housing facilities

to speak informally with groups of students on topics of mutual interest and concern.

d. Schedule contests between housing groups or between groups taking different interim term offerings.
e. Invite local community leaders to discuss current issues with students and faculty.
f. Develop weekend seminars and experiences.
g. Establish projects which involve students in the actual operation of the college. The student can learn valuable skills as well as grasp deeper understandings of the complexity of college operations. Rather than being a time when participation in decision-making and operation of the college is low, as found from this study, the interim term should facilitate increased involvement.
h. Schedule placement interviews and testing for purposes of selecting a vocation.
i. Arrange service projects to beautify some physical area of the college or surrounding neighborhood.
j. Utilize student and faculty groups for public relations and community service.
k. Encourage faculty to spend extra time in the library and to assist student with their reading and learning there.
l. Encourage faculty and administrative personnel to visit places of student gathering--i.e. cafeteria, union, library, housing facilities, lounges--and develop conversations and interactions with interested students.
m. Schedule periodic discussion sessions, perhaps at the homes of different members of the faculty, where problems of the college, current social, political, or economic issues, and personal interests might informally be shared and discussed.

15. The entire college community should be involved in the learning experiences. Professors should be

encouraged to participate in the learning experiences of offerings other than their own, even if on an occasional basis. Administrative and staff personnel should also be encouraged to participate, in order to maximize the understanding and appreciation that learning does not occur only in the classroom situation.

16. 4-1-4 colleges should reduce the degree of red tape, and consequent frustration, that it takes for an interim term project to be approved, especially independent study projects.

17. Students and faculty admit that they have considerably more leisure time during the interim term than during the regular semesters. The 4-1-4 colleges should look upon "free" time as an opportunity to provide non-traditional learning experiences and involvements, rather than perceiving it as a detriment.

18. The colleges should develop more effective orientation to the interim term for students and faculty. Many professors are somewhat lost as to how to develop an "experience" for the interim term. Similarly students need to be oriented to the interim term rather than suddenly thrust into the experience.

19. The interim term should be a total, integrated experience aimed at enrichment, rather than at the number of courses or credit hours one can accumulate.

20. Evaluation of the interim term experience by the college must be a continuous process. Comparative interinstitutional evaluation is also to be desired, though it is hampered when it must rely upon individuals with primary commitments to the college. Interinstitutional research should be directed by staff personnel with direct responsibility for such projects.

The 4-1-4: A Potential Yet Unfulfilled

No single solution or collection of recommendations can provide incentive for all the potential for the interim term. Additional problems will be created by implementing recommendations cited in these pages. Yet, if the independent liberal arts college is to etch a valid place for itself within the institution of higher education, the interim term can be a means through which uniqueness might be attained.

The public university can offer a larger quantity and variety of courses than can the independent liberal arts college. It can probably do so more efficiently and at somewhat less expensive student charges. Surely the multi-university can play the "credit hours and credentials game" better than small colleges. The independent liberal arts college, however, can offer opportunities for individualized instruction and concern, concentration upon learning for learning, and fostering of human growth and potential. Its size, its freedom from legislatively initiated mandates and barriers, its concern for human development, its individualized instruction, give the liberal arts college special advantages. The interim term can maximize that distinction.[7]

The potential of the interim term for developing a hunger for learning, for learning from life, and for communicating and interacting with people, are evident in the interpretation and philosophy of the interim term as a "change of pace" derived from this study. The practical, reality-accepting potential to help students acquire a job or gain admission to

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[7] Further study is needed to determine the degree to which the 4-1-4 calendar/curriculum can be a vehicle for other types of institutions to arrive at their own distinctiveness.

graduate or professional school, however, may be somewhat less obvious. Society today is interested in the utility of a program of study, of a degree--"learning to learn is fine, but I need a job when I graduate!" Competition for employment and for graduate school is keen; employers are in part looking for credentials of the persons they hire. But, credentials can be obtained at many institutions with many different calendar and curricular systems. Employers would like something special in a person, something beyond those basic credentials. Reviewing the transcript of a student and noting that the potential employee has had the experiences unique to the interim term could be the factor that separates and distinguishes the student from others seeking the position. Most all applicants to graduate school have had General Biology 101 or English Literature 202 or even Introduction to Computers 401. Yet, how many students have had such courses plus the interim term experiences of "Sing the Body Electric," "Creaming," "To Teach a Child," or "Furniture Design and Construction?"

It appears mankind is moving to a period when people may have to do more for themselves and when modern conveniences and services may be reduced or assumed by the individual. Certainly students are crying now for technical and practical skills to go along with the liberal arts and academic skills. Recognizing this we must ask if each offering of the interim term must be characterized as a "real intellectual challenge?" The interim term can provide opportunities where skills can be unashamedly shared and acquired.

The concept of the modular term calendar/curriculum has grown from one institution in 1960-61, to nearly 400 hundred institutions in 1972-73. Yet, in those twelve years, the potential contributions of this phenomenon to education are hardly realized. The calendar variation appeals to schools wishing to try something different, but the calendar variation

by itself makes a significant contribution as evidence from this study indicates.

The unfulfilled potential of the 4-1-4 has become increasingly obvious to members of the academic community in those colleges studied. What is needed are fresh, imaginative, creative, and perhaps radical ideas and programs within and for the interim term. These should be based upon solid and continuous evaluations, upon concrete, well-considered learning and program objectives.

Too frequently the colleges which have adopted the 4-1-4 calendar/curriculum, including those which participated in this study, have paid lip service to the need for originality and creativity in the offerings and experiences of the campus, while subtly denying the energies, imagination, and dedication necessary for such a unique and rewarding change of pace. If the modular term is no more than a squashed semester, it is no "change of pace," and it has little future in education.

TABLES

TABLE 1-1. DISTRIBUTION OF DESCRIPTIVE APPROACHES TO THE INTERIM TERM FOR PARTICIPATING 4-1-4 INSTITUTIONS.
(PHASE I, SECTION H, ITEM 1)

Descriptive Approach	X	Y	Z	A[1]
a) Specialized courses within a traditional academic discipline designed exclusively for the interim term:	YES	YES	YES	NO
b) Specialized courses not readily assigned to a traditional academic discipline designed exclusively for the interim term:	YES	NO	YES	NO
c) Regular courses from the catalogue--fitted into the interim term:	NO	YES	NO	YES
d) Independent study:	YES	YES	YES	YES
e) Interdisciplinary study:	YES	NO	YES	NO
f) International study:	YES	YES	YES	NO
g) Off-campus study:	YES	YES	YES	NO
h) Directed study:[2]	NO	YES	NO	NO
i) Faculty exchange with other colleges operating on a 4-1-4 calendar:	YES	NO	NO	NO
j) Student exchange among other colleges operating on a 4-1-4 calendar:	YES	NO	YES	NO

[1]The descriptive approaches for College A applied only to the 1968-69 academic year when the college operated under a 4-1-4 calendar/curriculum.

[2]Directed study for College Y occurs when a member of the faculty directs all study efforts of the student in the individual project along prescribed paths.

TABLE 3-1

Item 97. THE FACT THAT THIS COLLEGE OFFERED THE JANUARY WINTERIM TERM EXPERIENCE WAS A SIGNIFICANT FACTOR THAT AFFECTED MY DECISION TO COME HERE.

Total Sample of Colleges:	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Students	17%	28%	10%	29%	16%	100%
Faculty/Administrators	15%	21%	11%	26%	27%	100%

Chi Square = 5.10. Not significant at the .05 level.

TABLE 3-2

Item 101. MY INVOLVEMENT IN DECISION-MAKING, ADMINISTRATION, AND GOVERNANCE OF THIS COLLEGE IS HIGHEST DURING WHICH OF THE FOLLOWING ACADEMIC TERMS:

Total Sample of Colleges:	Fall Semester	Interim Term	Spring Semester	Total
Students	49%	23%	28%	100%
Faculty/Administrators	60%	8%	32%	100%

Chi square = 5.97. Not significant at the .05 level.

TABLE 3-3

Item 95. THERE IS A DEFINITE SPILL-OVER OF EXPERIMENTATION AND INNOVATION IN THE CURRICULUM FROM THE JANUARY WINTER TERM EXPERIENCE TO THE SPRING SEMESTER OF THE ACADEMIC YEAR.

Total Sample of Colleges:	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Students	6%	15%	30%	38%	11%	100%
Faculty/Administrators	12%	24%	24%	30%	10%	100%

Chi Square = 7.2. Not significant at the .05 level.

TABLE 3-4

Item 105. I RELY UPON AND UTILIZE THE RESOURCES OF THE LIBRARY OF THIS COLLEGE TO THE GREATEST EXTENT DURING WHICH OF THE FOLLOWING ACADEMIC TERMS:

Total Sample of Colleges:	Fall Semester	Interim Term	Spring Semester	Total
Students	30%	45%	25%	100%
Faculty/Administrators	41%	46%	13%	100%

Chi square = 4.7. Not significant at the .05 level.

TABLE 3-5

Item 96. THERE IS A DEFINITE SPILL-OVER OF EXPERIMENTATION AND INNOVATION IN INSTRUCTION AND LEARNING ACTIVITIES FROM THE JANUARY WINTER TERM EXPERIENCE TO THE SPRING SEMESTER OF THE ACADEMIC YEAR.

Total Sample of Colleges:	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Students	6%	22%	32%	33%	7%	100%
Faculty/Administrators	11%	36%	26%	20%	7%	100%

Chi square = 8.2. Not significant at the .05 level.

TABLE 3-6. PERCENTAGE DISTRIBUTION OF ACADEMIC GRADES BY ACADEMIC TERMS FOR COLLEGE X AND COLLEGE Y, 1970-71 ACADEMIC YEAR. (PHASE I, SECTION A, ITEM 4.)

College X: Academic Term	Grade System: High Pass	Pass	Fail	
Fall Semester	33%	62%	5%	100%
Interim Term	44%	54%	2%	100%
Spring Semester	32%	61%	7%	100%

College Y: Academic Term	Grade System: A	B	C	D	F	Other*	
Fall Semester	15%	38%	29%	9%	4%	5%	100%
Interim Term	35%	37%	15%	5%	2%	6%	100%
Spring Semester	23%	40%	25%	5%	2%	5%	100%

*Note: Included in this category of "Other" are the Incomplete and the Pass-Fail grades for College Y.

TABLE 3-7

Item 99. MY ENTHUSIASM TO BEGIN STUDY AND "GET DOWN TO WORK" IS HIGHEST AT THE BEGINNING OF WHICH OF THE FOLLOWING ACADEMIC TERMS:

Total Sample of Colleges:	Fall Semester	Interim Term	Spring Semester	Total
Students	57%	19%	24%	100%
Faculty/Administrators	72%	18%	10%	100%

Chi square = 5.8. Not significant at the .05 level.

TABLE 3-8

Item 100. MY ENTHUSIASM TO BEGIN STUDY AND "GET DOWN TO WORK" IS LOWEST AT THE BEGINNING OF WHICH OF THE FOLLOWING ACADEMIC TERMS:

Total Sample of Colleges:	Fall Semester	Interim Term	Spring Semester	Total
Students	30%	37%	33%	100%
Faculty/Adminstrators	9%	56%	35%	100%

Chi square = 11.8. Significant at the .05 level.

TABLE 3-9

ANALYSIS OF STATISTICALLY SIGNIFICANT QUESTIONNAIRE ITEMS AND THE DIRECTION AND RELATIVE STRENGTH OF FREQUENCY DISTRIBUTION OF THOSE 18 ITEMS--REGULAR SEMESTERS VERSUS INTERIM TERM--PHASE II, ITEMS 1-94.

ITEM	Direction and the Relative Strength of Responses: Agree---Disagree (+ + 0 - -)	Significant X^2			
		Total 4-1-4	College X	College Y	College Z
CURRICULUM:					
A. Courses offered are a real intellectual challenge:	R:[1] +				
	I: 0	★		★	★
C. Curriculum reflects student needs and interests:	R: +				
	I: + +	★		★	★
E. Students should have clear pattern of required courses laid out by the college:	R: -				
	I: - -	★			
N. Students should have freedom to program much more of their own curriculum:	R: +				
	I: + +	★	★	★	
G'. Courses duplicate what has been covered in other courses:	R: -				
	I: - -	★	★	★	
INSTRUCTION:					
H. Credit should be given for non-classroom field work and experiences:	R: +				
	I: + +	★			
J. More learning would occur if more time was spent in individual study rather than classroom:	R: +				
	I: + +	★			
M. Courses are taught in such a way that learning becomes personally meaningful:	R: -				
	I: +	★	★	★	
Q. Methods of instruction do not allow for much discussion and reaction:	R: -				
	I: - -	★		★	

(continued)

[1]NOTE: "R" = Regular Semesters; "I" = Interim Term.

TABLE 3-9 (continued)

ITEM	Direction and the Relative Strength of Responses: Agree---Disagree (+ + 0 - -)	Significant X^2			
R. There are opportunities for informal exchange between students and faculty:	R: + I: + +	*		*	
S. Students are more interested in getting good grades than in learning:	R: + I: 0	*	*		
S'. Most students are primarily concerned about grades in their courses:	R: + I: 0	*	*		*
U. The atmosphere of learning activities is intellectually stimulating:	R: + I: + +	*			
C'. More students "catch-fire" and are turned-on by their studies than students who "goof-off" and turn-off their studies:	R: - - I: -	*			
H'. Most students seem to want to think seriously about issues raised by the professors:	R: + I: + +	*		*	
I'. Students and faculty spend much time discussing course related issues with other students and faculty outside of class:	R: 0 I: +	*			
L'. Students experience considerable academic stress and adverse anxiety about their studies:	R: 0 I: -	*	*		*
T'. (Item for student sample exclusive of faculty.) Instructors have aroused student's interest in subject to the point that he has read material beyond the course requirements.	R: 0 I: +	*	*	*	